

Reflection on Math Lesson

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My third grade students have never been introduced to multiplication before. The teacher asked me to do the first introductory lesson. The students were proud to be learning multiplication, and often challenged each other to multiplication facts. I looked over the material in their text book, and came up with a lesson. I used Brain Pop for a lesson plan idea, and for an online tool. I gave each student a piece of construction paper, and then asked them to watch a Brain Pop Jr. video about arrays. When the video was over, I handed out a handful of cereal (Cocoa Puffs) to each child. I wrote multiplication factors on the board, using small numbers. Students were asked to create arrays on their construction paper with the cereal. I walked around the room and assisted students. I noticed that most of them understood this concept. Next I pulled up a vocabulary review on Brain Pop. We reviewed the words and definitions of array, X, multiplication, factor, product, and doubles. Next we talked about grouping. I gave each student 4-5 pieces of yarn and asked them to make circles with them on their paper. The students did so, and then I put some more small factors on the board. We practiced putting the cereal in groups to come up with a product. We then watched the Brain Pop Jr. video on grouping. The students completed a couple more groupings with factors, and then I let them eat their cereal. They were very happy about that. While they ate their cereal we took the quiz on Brain Pop Jr for array and grouping as a class. As an assessment, I asked the class to draw an array model and a grouping model on a sheet of paper. Only one person had one incorrect model. I think the students got it! I was excited to have been able to teach a group of 15 students something!

My mentor was impressed with the lesson. She commented on how much the kids liked it, and said it would really help them as they move forward with multiplication. Since the lesson, the kids have moved forward to number stories with arrays, grouping, and comparison models. The students are proficient at solving and coming up with arrays. They are still having some trouble coming up with grouping stories, and a lot of trouble with wording in comparisons. We have now practiced solving and coming up with these variety of number stories for the past four school days. Yesterday the students were given a formal assessment. For the assessment, students were asked to write a number story, draw a model, and write a number sentence. I graded the assessments and 75% of the class was correct. The other 25% still had some difficulties. I am interested in seeing what the teacher decides to do. I wonder if she will move on or stay on this lesson (number stories) any longer.

I am planning on showing the students the "hand trick" with nines tomorrow during math. I made a set of hands on a poster. I am going to use magnets to place one finger down. I learned, by doing this with my kids, that it is easier to teach with a model than to teach with your own fingers. That gets too confusing; you almost need a third hand to do that. I am also going to show tricks for 1's, 0's, 2's, 5's, and 10's. The kids can't wait. They are eager to learn their facts. I hope they remember the tricks I show them and are able to use them in the future.